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were not so rigidly bound by the strait-jacket of college entrance requirements I should like to see certain parts of Terence appear in the High School curriculum, used, however, for the purpose of translation at dictation.

G. L.

### Latin Literature in Secondary Schools

Every teacher of Latin, whether in secondary school or in college, has felt the difficulty of crowding into the hour or the forty minutes allowed all the explanation and drill required to bring out the content of the day's lesson, and still more the impossibility of giving the average student any adequate idea of the language in a three- or even in a four-year course. The first-year student too often feels the learning of paradigms mere drudgery, and is not aroused to any high degree of enthusiasm at having to translate into Latin such inspiring sentiments as 'We shall present rewards to our soldiers', 'I had already given you the letter', 'Let us spare these children', 'I could easily have persuaded your brother', etc.

When he comes to read a classic author it is somewhat better, but not infrequently the end of his course finds him possessed of a vague impression that Latin is a language, now very dead, which once was used by three Romans—who ought to have known better—for the purpose of making High School textbooks. To him the Latin literature means two to four books of Caesar, four or five orations of Cicero and two to six books of Vergil—which is much the same as if one should say that English literature consists of a part of Grant's memoirs, an oration or two of Edmund Burke and a few books of *Paradise Lost*. Or, if he has approached Caesar through a course of 'easy Latin', he is faintly aware that there once was an author named Cornelius Nepos who had as many lives as a cat, all very dry and made merely to be read in school at the rate of twenty lines or so a day. Possibly he has had a taste of *Viri Romae*, but who wrote this fascinating compilation, and whether it was done before or after Caesar's time he does not care particularly to know. He may have heard mention of Ovid as another school exercise, but the clarity of his ideas on the whole subject is well illustrated by the recent inquiry of an entering freshman who wanted to know 'Who wrote Ovid?'

The secondary school has to keep in view at all times the needs of two classes of pupils—those who are preparing for college and the larger class for whom the high school commencement brings the end of formal culture study. These latter at least ought to be given a wider outlook. They ought to know that Vergil was not the only poet of ancient Rome, that there were other and greater historians than Caesar, and that the Catiline orations do not exhaust the range of Roman eloquence. They

should learn that the great periods of English literature have their counterparts in that of old Rome, and the essential features of each period should be as familiar to them as those of English literature. They should know what historical events led to the introduction of Greek ideas and forms, and what influences affected their development in Roman soil. They should not be left in ignorance of the part played in this development by the drama, nor of the two forms of literature which were truly Roman and comparatively independent of Greek models. In a word, the high school graduate should have some intelligent idea of the beginnings, content, forms and great names of the Roman literature.

This has a rather formidable sound, and it is easy to imagine some overburdened teacher as exclaiming, 'Is the man crazy? Does he expect us to cram in a course of Latin literature on top of the translation, composition and scansion we can't find time for now?' I'll try to explain how it can be done. Of course the first-year pupil cannot be expected to feel a lively interest in the literature at large, and even when reading Caesar his attention is so much engrossed with ablatives absolute and indirect discourse as to leave little time for anything else. By the time Cicero is reached the pupil ought to be able to see a little way beyond the daily drudgery of etymology and syntax, but during most of the year Cicero's own style will demand almost exclusive attention. In the fourth year of Latin study, however, when teacher and student are so fortunate as to enjoy a fourth year, we certainly may expect the latter to look about him and inquire what it is that has made these old books worth preserving.

At first, of course, the student finds his hands full in solving the mysteries of the poetic style. His reading of the verse itself, according to the methods used, will be a task and bugbear or a pleasant aid in appreciating the music of the poet's song. However this may be it is well to postpone anything resembling *formal* study of the literature till the student can translate Vergil with comparative ease and precision and scansion has lost its first terrors. Meantime the teacher can let fall an occasional hint by way of preparing the ground. In reading the *Aeneid* there often will rise occasion to refer to the pioneer Ennius, to whose *Annales* the later poet was so greatly indebted. The meeting of myths in Vergil will remind the teacher of the great Latin treasurehouse of mythology, and it may often prove profitable to read or have read to the class such a tale as that of Scylla or Daedalus or Orpheus, as told in Ovid's smooth and easy style. The very mention of Vergil, moreover, will remind one of his contemporary and friend, the lyric poet Horace, and this will naturally suggest some mention of the little group of which Maecenas was the patron. Something can be told in brief of the field occupied by each, and so,

without apparent effort on the student's part, he will gain some conception of the conditions under which literature was made in the early days of the Empire. One topic will lead to another, and a good deal can be taught in this informal way.

In the winter or the spring of the Vergil year it ought to be possible to gather up, correlate and unify the fragments of information thus communicated. In this, as in all dealing with young students, it is well to place in their hands a definite authority to which they may appeal for themselves. Of course it is neither feasible nor desirable to require the purchase and study of a large history of the literature. A mere manual is needed, and for this such an outline as Wilkins's *Primer* will serve. From it can be got the skeleton, leaving the flesh to be supplied by the teacher or by assigned reading. One of the daily recitation periods each week may be given up to the study, or better it may come twice a week in connection with the regular lesson somewhat shortened. The general outline of the literature's growth and decline, with the few dates which mark the limits of each, should be fixed in memory, and the outline filled in more or less in detail according to the teacher's judgment. As to the precise method—whether oral recitation or quiz, written examinations or notebook shall constitute the most prominent feature—the teacher again must decide from the particular circumstances.

It will not do to attempt too exhaustive a course. If made heavy it will lose interest for the class and so defeat its very purpose. The beginnings of formal literature at Rome can easily be connected with the history which the class has studied already, and the names before Plautus may be passed over with brief mention. Plautus and Terence, the only authors before Cicero of whom we have satisfactory remains, will demand fuller discussion. The story of a representative comedy, told with judgment and some enthusiasm, will add to the effectiveness of this part of the study. Teachers who have read the comedies in college will have no difficulty in this, and even those who have been less fortunate can use at a pinch some such sketch as that of the *Rudens* of Plautus in Wilkinson's *College Latin Course* in English.

Due tribute must be paid, of course, to the great pioneers, Andronicus, Naevius, Ennius and Lucilius, but our enthusiasm for them of necessity is rather artificial, being based almost wholly on the judgment of ancient critics who had access to their works in their entirety. The debt due such leaders must be acknowledged, but more stress may properly be laid upon the qualities of those authors whose works have survived and can now be examined.

Even in schools where a fourth or Vergil year is not given some literature study is possible. We commonly speak of a Ciceronian style as the model

to be aimed at in our prose composition, because that author left a very large body of writings in which language and style show a remarkable consistency. From the prominence given in our schools to his orations the student might easily infer that he was an orator and nothing else. One of the things to be done, therefore, is to correct this idea, and show that along with the comparatively small number of orations there have come down to us a considerable mass of critical and philosophical matter and, what is of vastly greater interest and value, something like eight hundred letters—not essays, like the so-called epistles of Horace and Seneca, but real correspondence in which the character of the man and his times is mirrored with inimitable fidelity and completeness. Fortunately the practice is growing of printing selections from these letters in the school editions of the orations, so that our students now may see at least one other phase of this many-sided man.

Besides the primer owned by each student there should be a few additional books in the school library. There are two which of themselves will make a very respectable working library for the start, each a complement of the other: (1) Middleton and Mills's *Students's Companion to Latin Authors*, giving in compact form the known facts regarding the life and works of each author and referring to original sources for these facts; and (2) Mackail's *Latin Literature*, a live and charming sketch of the whole subject and itself a literary gem. The latter can be read with interest for itself, the former will be used mainly for reference. Each will cost about a dollar and a half. Where the library funds will permit it may be well to have one or more of the larger histories of Roman literature, such as Browne, Cruttwell, Simcox or even the exhaustive reference work of Teuffel (in Warr's translation), besides any number of special works on individual authors, but the two small volumes named will meet all needs at first.

Cui bono? Everyone involved will be benefited. The detached sentences in the first-year book lack interest from want of thought-compelling connection; a single book of Vergil or Caesar or an oration of Cicero studied without reference to its connection or its place in literature becomes little more than a grammar exercise, and just in the same way an author studied alone fails to impress us with his reality. It is only when seen in relation to his times and contemporaries that he can be fully appreciated. The pupil therefore gains this necessary perspective; the teacher is compelled to broaden and deepen his own knowledge of the subject, and gains the additional inspiration of dealing with an interested class, and the college profits by the better and more intelligent preparation of its entering students. The knowledge obtained will enable the student himself to understand why he has had to study Caesar, Cicero and Vergil in preference to other authors that might

have been chosen, and he will be better able to answer for himself and for others that old and persistent question of the philistine, 'What's the use of studying Latin, anyhow?'

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### REVIEW

(Concluded from Page 39)

First Year Latin, preparatory to Caesar. By Charles E. Bennett. Boston: Allyn & Bacon (1909). Pp. x + 281.

There is, moreover, no division of the exercises which would enable the teacher to assign at first certain cases or one number of the first declension and busy the class with practical work upon that while the number and case ideas are sinking in. To assign in one lesson twelve forms to be memorized as to spelling, pronunciation, arrangement, and translation is necessarily to exclude the absorption of those abstract ideas. Even so, no practical work from the book can be done upon them until the vocabulary also is memorized. These same criticisms apply to the imparting of the person, tense, and voice ideas in the study of the verb; for though they be not foreign to English, a surprisingly large number of grammar-school graduates do not consciously possess them: they must be brought forward into consciousness, and they must be associated with the terminations which denote them in Latin.

One may justly complain that in this book the entire burden is put upon the teacher of making his pupils feel the essential differences between Latin and English.

Each of the following groups is brought within the compass of a single lesson: all types, masculine and neuter nouns, of the second declension; the fourth and fifth declensions; the nine pronominal adjectives (*alius*, etc.) and three-termination adjectives of the third declension; relative, interrogative, and indefinite pronouns; clauses of characteristic, result, and cause; substantive clauses with verbs of wishing, desiring, fearing, those of result, and indirect questions; conditional and concessive clauses. On the other hand an entire lesson is given to the verb *do* (among the irregular verbs), two lessons to the syntax of adjectives and personal and possessive pronouns (not including *se* and *suus*), two lessons to the subjunctive in independent clauses, and one to "substantive clauses developed from the volitive".

A few points remain to be noted: *cui* is pronounced the same as *qui* (p. 1); consonant-*i* is represented by the character *j*; names of rivers, winds, months, trees, towns, islands, and indeclinable nouns are said to have "grammatical gender by signification" (6); there is no recognition of vowels or syllables of common quantity; in the definition of the

oblique cases much prominence is given to the English objective—something which does not exist except in pronouns (6); the vocative is separately given throughout all declensions; 'in' is stated to be one of the meanings of the ablative (but 'to' is not given as a meaning of the accusative); there is no comprehensive table of terminations in any declension except the first, the result being that the essential differences between the several types of nouns are not pointed out; there is no attempt to use the vocabularies as object lessons in distinguishing the parts of speech (the first four lessons contain eleven verbs, against nineteen nouns); "adjectives denote quality" is the only definition of that part of speech; "the attributive adjective", it is said, "more commonly precedes the word which it limits" (17), yet the example at the top of the same page is *agricola bonus*; the term "consonant-stems" is used but is not defined (20); the student is not told how to find the stem or stems of any noun or verb; there is no paradigm of the *homo* or *corpus* types, but space is found for *mos* and *honor* (beside *victor*: 24); "unless 'with' is equivalent to 'by', it is regularly to be rendered by *cum*" is a misleading statement (22); no hint is given of the dative and ablative in *-ubus* in the fourth declension; it should be called to the attention of the College Entrance Examination Board that the plural of the fifth declension is dismissed with the statement, "With the exception of *dies* and *res*, most nouns of the fifth declension are not declined in the plural"; there is an absence of helps over the student's most common difficulties, such as the difference between *ager* and *puer*, terminations in the third declension, the use of *se*, *suus* and *ipse*, the distinction between substantive and adjective uses of the pronouns, the syntax of the relative (the latter is not even defined); there is not a word about personal endings or tense-signs; 'should' is given as the translation of the imperfect subjunctive, although it more commonly belongs to the present tense; the present stem of *amo* is said to be *am-*; the omission of *v* in the perfect stem of the fourth conjugation is not indicated in the paradigm, but only in the vocabularies; the number of semi-deponents is said to be "a few", and only *audeo* is mentioned, whereas many teachers require that the four be at once memorized (108); the opportunity is neglected to call attention to *revertor* as the opposite of a semi-deponent; "regularly" is used as a synonym for "always" (124, footnote); there is apparent confusion between real impersonal verbs and those which have a phrase or clause as subject (13). In the lessons on syntax the following rather important constructions are omitted: cognate and adverbial accusatives; genitives of material, measure (not distinguished from quality), indefinite value, with verbs of accusing, etc. (yet the impersonals *pudet*, *paenitet*, and *interest* are included); the dative